

# Dane Bank Primary School

## Inspection report

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<b>Unique Reference Number</b>	106217
<b>Local authority</b>	Tameside
<b>Inspection number</b>	377378
<b>Inspection dates</b>	24–25 January 2012
<b>Lead inspector</b>	Kathryn Dodd

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	239
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Geoff Beckingham
<b>Headteacher</b>	Alicia Todhunter
<b>Date of previous school inspection</b>	9 March 2009
<b>School address</b>	Thornley Lane South Reddish Stockport SK5 6QG
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## Introduction

Inspection team

Kathryn Dodd  
Gill Farnworth

Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 13 lessons involving eight teachers and support staff. The inspectors held discussions with staff, groups of pupils, with the Chair of the Governing Body and with parents and carers. The inspectors observed the school's work and reviewed documentation, including a review of improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and a sample of pupils' work. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. The inspectors analysed 110 questionnaires returned by parents and carers. There were 110 questionnaires from pupils and 22 from staff which were also reviewed.

## Information about the school

Most of the pupils at this average-sized school are White British. The proportion of pupils known to be eligible for free school meals is above average. The proportion of disabled pupils and of those with special educational needs is below average. Children in the Early Years Foundation Stage are taught in the Nursery and Reception classes. The school has been accredited with the Eco School Silver award and has achieved Healthy School status. The headteacher has been in post since September 2010. Current government floor standards are met.

There is a separate before- and after-school provision on site, which is privately managed and was not part of this inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall Effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key Findings

- This is a satisfactory school. Learning gets off to a successful start in the Early Years Foundation Stage, where children make good progress from their starting points, which are typically below that expected for their age. Good partnerships with parents and carers are fostered.
- Achievement is satisfactory. By the end of Year 6, attainment is usually broadly average. Between Years 1 and 6, pupils make satisfactory progress. Pupils' progress is now accelerating and a recent trend of decline in attainment by Year 6 is reversing. Attainment by Year 2 is also rising, particularly in writing and mathematics. Although some pupils make good progress, it is inconsistent across the school.
- The quality of teaching is satisfactory. Pupils make good progress in lessons where teachers make effective use of outcomes from assessments to provide tasks which challenge pupils of varying abilities, particularly the more-able and ensure pupils know how to reach their learning targets. These good practices are not consistently evident.
- Pupils' progress in writing and mathematics is hampered because there are not enough opportunities for practising their skills across the curriculum. Children in the Early Years Foundation Stage make good progress in reading. However, progress slows as pupils enter Year 1 because not all staff are equipped with the necessary skills to teach pupils to read effectively.
- Behaviour is good. Pupils respond well to the strategies to manage their behaviour, which are consistently well applied by all staff. Pupils are considerate, polite and respectful to adults and one another.
- Leadership and management are satisfactory. Leaders and managers regularly and accurately assess and carefully track pupils' skills and abilities and use this information effectively to pinpoint improvement priorities. However, the

systems used to track pupils' performance do not easily pinpoint differences in progress between groups of pupils, such as the more-able pupils. Senior and middle leaders, along with the governing body, know that their next steps are to extend their role in reviewing this information and monitoring the provision so that best practices are identified, shared and consistently applied.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **What does the school need to do to improve further?**

- Accelerate pupils' progress between Years 1 and 6 to a consistently good rate, particularly in reading in Years 1 and 2 and in writing and mathematics between Years 3 and 6, by:
  - improving the use of assessment information so that pupils are provided with work that matches their learning needs, particularly work to challenge more-able pupils
  - making sure pupils know their learning targets and how to reach them
  - making sure all staff are equipped with the skills to teach pupils to read effectively
  - providing more opportunities for pupils to use and apply their mathematical and writing skills, including in other curriculum subjects.
- Strengthen the capacity of the school to improve at a good rate by:
  - further developing the systems to track pupils' performance in order to pinpoint differences in the performance of different groups more effectively
  - extending the roles of senior and middle leaders and the governing body in reviewing pupils' performance and monitoring the quality of provision
  - improving the rigour with which the quality of teaching is monitored and evaluated so that best practices are shared and applied consistently.

## **Main Report**

### **Achievement of pupils**

Achievement is satisfactory. Children's good progress in the Early Years Foundation Stage reflects the warm and caring relationships between adults and children. This, along with the very bright, lively, well-organised, stimulating and well-resourced learning environment ensures that children quickly find out that learning is really enjoyable and exciting. Between Years 1 and 6, pupils, including disabled pupils and those with special educational needs, make satisfactory progress. In lessons, pupils are keen to learn and most respond enthusiastically to teachers' questions. Pupils enjoy their work, especially when given opportunities to discuss their learning together, such as in pairs, undertaking practical activities or working collaboratively. Pupils' concentration sometimes drifts when they work independently when activities are insufficiently challenging or stimulating or when they sit listening to lengthy explanations from their teacher. Although the large majority of parents and carers

feel that their children are achieving well, a very small minority indicated that 'bright pupils are held back'. Inspectors found that the progress of more-able pupils is sometimes hampered because they are not always challenged and, as a result, the proportion of pupils reaching the higher levels of attainment both in English and mathematics is lower than average. Disabled pupils and those with special educational needs often receive additional support in lessons which enables them to progress at the same rate as their peers.

In recent years pupils' attainment in reading by the end of Year 2 has been steadily rising. Although it is usually broadly average, at present it lags behind writing and mathematics. Attainment in reading by the end of Year 6 is also average and progress is now accelerating. Older pupils' enthusiasm for reading mirrors the good opportunities they have to read regularly, both independently or with adults and to be involved in assessing their own progress.

### **Quality of teaching**

Although the large majority of parents and carers feel that their children are taught well, the quality of teaching over time is satisfactory. In the Early Years Foundation Stage, however, teaching is consistently good. Staff work closely together to assess and carefully record children's progress. Future activities are based securely on this knowledge so learning builds effectively on what children can already do. Staff provide a good balance of activities between those led by staff and those that children choose for themselves. Activities are often linked together by a theme, such as 'The three little pigs' which makes learning exciting.

Between Years 1 and 6, teachers' enthusiasm and positive relationships, coupled with effective management of pupils' behaviour make a strong contribution to pupils' progress. There are examples of good teaching. In a Year 2 mathematics lesson, for example, practical and challenging activities successfully sustained pupils' concentration. Similarly, individualised questioning challenged pupils of all abilities. Good quality marking in Year 2 literacy books enables pupils to be clear about how to reach their learning targets. These good practices are not consistently evident across the classes. Teachers now assess pupils' skills and abilities regularly and accurately. This is helping to ensure activities more closely match pupils' varying needs. Even so, opportunities to challenge more-able pupils are still overlooked, particularly when they complete too many uninspiring and unchallenging worksheets.

Pupils' progress in writing is starting to improve. This reflects an increased focus on providing more creative and exciting activities, such as those during 'Chocolate Week' giving pupils a purpose and motivation to write. Effective teaching of linking letters with the sounds they make ensures that children in the Early Years Foundation Stage make good progress in reading. Ongoing opportunities and encouragement for children to hear, say, read and write letters, sounds and words contribute to their good progress. As pupils move into Year 1 and beyond, however, these good practices are not consistently evident. Opportunities for pupils to work in teams or to talk about learning in pairs are now developing well and, as a result, their spiritual moral, social and cultural development is improving. The curriculum provides effective support for pupils with additional social and emotional needs. A

good range of support programmes, such as those provided by the learning mentor, helps to improve pupils' friendships, behaviour, self-esteem and attendance.

## **Behaviour and safety of pupils**

The very large majority of pupils agree that behaviour is good. This was confirmed by inspection observations. Analysis of school behavioural records indicates that incidents of poor behaviour are reducing and now are rare. Pupils say that lessons are seldom disrupted by inappropriate behaviour and almost all parents and carers agree. Pupils say if this happens, staff deal with it effectively and quickly. Pupils are clear about expectations of their good behaviour and are keen to rise to this. Pupils' achievements are regularly celebrated in 'Golden Ant' assemblies, which encourage pupils to be 'busy, caring and wise ants'. Pupils wear an array of badges with great pride. Playground leaders enthusiastically organise games at break and lunchtimes, where pupils of all ages get on noticeably well together. Children in the Early Years Foundation Stage behave well. This shows in their ability to listen respectfully to adults and one another. A tiny minority of parents and carers expressed the view that cases of bullying are not always dealt with effectively. Inspectors found arrangements to be appropriate and as a result, incidents are now rare. Pupils say that when bullying occurs it is dealt with quickly. Pupils have confidence in approaching staff, especially the learning mentor with any problems or concerns. They are confident that they feel safe and the overwhelming majority of parents and carers agree. Pupils talk knowledgeably about how to keep safe beyond school, such as matters relating to 'road safety' and 'stranger danger'. Pupils' attendance is average and improving, particularly for the few pupils who are persistently absent.

## **Leadership and management**

This caring, safe and supportive school reflects the commitment of everyone to improving pupils' achievement. The headteacher provides a very clear steer. Her accurate evaluation of school's effectiveness stems from effective monitoring of the quality of provision. In her quest to halt the recent decline in pupils' attainment by Year 6, she has focused on improving the quality teaching and strengthening procedures to assess pupils' performance. Staff now use this information effectively to identify those individuals at risk of failing to reach nationally expected attainment and to ensure additional support is appropriately deployed. This demonstrates an increasing commitment to providing equality of opportunity and to narrowing gaps in performance.

The headteacher also forges effective partnerships with parents and carers and beyond school. Questionnaires returned by a high proportion of parents and carers show that the very large majority would recommend the school. Parents and carers particularly appreciate the 'friendly and welcoming approach of staff', the work of the learning mentor who they say is a 'real asset' and efforts to ensure children in the Early Years Foundation Stage settle in quickly. Staff value new opportunities that stem from external partnerships, particularly to extend their professional development. This is helping to improve the quality of teaching and strengthen the contribution of senior and middle leaders and managers. The governing body makes a satisfactory contribution. It is aware of the school's strengths and the improvements required and offers ongoing support. Leadership of the Early Years

Foundation Stage is good which reflects, for example, recent improvements in the quality of provision in the nursery. The capacity of the school to improve further, however, remains satisfactory rather than good. This is because the roles of other senior and middle leaders and the governing body in monitoring the quality of teaching and reviewing pupils' attainment and progress are still developing. Opportunities to identify and share best teaching practices and to ensure a consistency of approach remain overlooked. Procedures for safeguarding meet statutory requirements. Arrangements to ensure all staff are well trained and to ensure pupils know how to keep themselves safe are good.

The curriculum is satisfactory and improving. Effective partnerships help to extend and enrich the curriculum in key areas, such as art, sport, and music. A new link established with a school in Uganda, along with several fund-raising activities, helps to develop pupils' awareness of those less fortunate than themselves, both nearby and around the world. Even so, opportunities for pupils to appreciate the diversity of world faiths and to engage with ethnically diverse groups within British society are underdeveloped. This is why pupils' spiritual, moral, social and cultural development is satisfactory rather than good.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



26 January 2012

Dear Pupils

### **Inspection of Dane Bank Primary School, Stockport, SK5 6QG**

Thank you for the very warm welcome you gave the team when we inspected your school. We thoroughly enjoyed our time with you and finding out your views. You go to a satisfactory school. By Year 6, your attainment is usually similar to that expected for your age and you make satisfactory progress. We were particularly pleased to:

- see your good behaviour and find out that you feel safe
- see children in the Nursery and Reception classes making good progress and enjoying themselves so very much. The 'Three little pig' biscuits you made for us were really delicious. Thank you
- see pupils in the Year 4 steel band working so well together and hearing the wonderful harmonies. Your performance was totally captivating
- seeing how proud you are of the 'Golden Ant' awards given out in assembly and that you are all so eager to be 'busy, caring and wise ants'.

We have asked that some improvements be made. These are to make sure that:

- your teachers help you make consistently good progress, particularly in reading in Years 1 and 2 and in writing and mathematics in Years 3 to 6
- adults with special responsibilities and the governing body check even more carefully that you learn equally well in all your classes.

You can help by making sure that you tell your teacher if your work is too easy or hard and by always checking and asking what you still have to do to reach your learning targets. Of course, you should make sure that you always try your best in everything you do.

I wish you all the very best for a bright and successful future.

Yours sincerely

Kathryn Dodd  
Lead inspector

